

Geography at Antingham & Southrepps - We are Geographers

Our Curriculum Drivers:

Aspirations	To have high aspirations for my future and know all of the available opportunities open to me
Independence	To have the independence to be able to reach my full potential and take responsibility
Mental and Physical Health	To value my own self-worth to be the best I can be
Resilience	To have the courage to bounce back from failure or challenges and grow as an individual

At Antingham and Southrepps Primary School, we believe that a high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives. We want our geography curriculum to fascinate and inspire children and nourish their curiosity. We also want geography to deepen an understanding of many contemporary challenges including climate change, food security and energy choices. As a subject, geography impacts upon every aspect of our children's lives and plays a crucial role in developing caring and understanding citizens of tomorrow.

At A&S we want children to realise that geography is 'about them', growing up in their world. We want to build on children's interests and experiences but also find ways to challenge and excite them with content that might be beyond their immediate horizon. The National Curriculum sets out the core knowledge and understanding that all pupils should be expected to acquire in the course of their time with us, but we believe in more. Although we follow the national curriculum, we also go beyond what is set out. We use it as a springboard to broaden children's knowledge of the world, to understand environmental issues, and to engage them in innovative and enjoyable learning that has relevance to their lives while challenging them to think about 'real world' issues. We have chosen units, which reflect the needs of our children: units, which take them beyond the local area to explore the UK and the wider world, to develop a passion for learning so that they leave us, excited about geography as a subject

Within our classrooms, we ask and answer big questions such as 'what has made Singapore such a modern city' and 'is mining for gold good or bad?' We always start a unit of work with a 'Golden Hello' and end with a 'Fab Finish', these give our learning meaning and purpose with clear outcomes. Studying geography in this way inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live and that of the wider world.

In our Geography curriculum, we have thought about the key concepts that run through all units of learning. Our key concepts are:

1. Map and fieldwork
2. Location and place
3. Environment
4. Physical and human geography

The aims for implementation of our curriculum for Geography at A&S:

To ensure that all pupils:

- curiosities are inspired to discover more about the world
- are able to locate of the world's continents, countries, cities, seas and oceans
- are able to use a progressive range of development of mapping skills and vocabulary
- are competent Geographical explorers, using fieldwork and enquiry to find out about places in an increasingly independent way
- develop the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- understand how the human and physical features of a place shapes its location and how this can change over time.
- have the opportunities to study mathematics across the curriculum through geography lessons

How we plan and teach Geography at A&S:

At A&S, children complete two Geography units per year. Teachers plan sequences of lessons across a unit that clearly builds on and develop the children's knowledge and skills. When planning our curriculum, we have thought about our local area and the resources we have available as well as those of the wider world. We have woven map and fieldwork into our curriculum, as for us, these are the fundamental skills we want our children leaving us having. Fieldwork is undertaken on a regular basis and children regularly engage with the outside world and develop skills in meaningful and current contexts. Skills needed to be geographer are taught progressively. Concepts are built upon; learning is revisited, and children's locational knowledge is built on year on year. We encourage visitors to come into school and talk about our local and regional geography, as well as trips and experiences that people may have taken further afield. First hand experiences are really important for our children as we want them engaging in the world around them, managing risks, navigating real landscapes and gathering data for real purposes.

Teachers are clear about what they need children to learn and how this builds on prior learning. We use knowledge organisers to distil the essential knowledge required for teaching a unit. Unit Overviews (see below) are used to enable our teachers to write comprehensive and progressive medium term plans prior to teaching a unit.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression across the year so that the children are increasingly challenged as they move up through the school. Termly whole school and assembly themes link Geography and other curriculum subjects where appropriate to ensure being a geographer is woven throughout our everyday lives. Long-term plans identify individual Geography units taught across classes and we follow a three-year cycle. In addition to this, whole school projects are planned at key opportunities with a geographical focus (such as a local fieldwork study or a study of Cromer) where the whole school enjoys studying one topic together. Geography is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

Knowledge Organiser	Unit Overview	Medium Term Planning
<p>Purpose: to ensure that teachers have sufficient subject knowledge to teach the unit. Knowledge organisers include:</p> <ul style="list-style-type: none"> • Essential facts about the topic • Key vocabulary that the children will need to use • Images such as diagrams, photos or maps • Significant places • Significant people 	<p>Purpose: to provide teachers with coherently planned and sequenced learning intentions to build towards cumulatively sufficient knowledge and skills for future learning. Unit Overviews:</p> <ul style="list-style-type: none"> • Identify key knowledge and skills for units of learning in progressive learning intentions • Provide links to learning across our curriculum so that prior steps can be revisited and next steps can be planned for • Big questions to ensure children are thinking deeply and making connections across their learning • End of unit assessment statements 	<p>Purpose: teachers plan carefully sequenced learning activities that present subject matter clearly. Medium Term Planning includes:</p> <ul style="list-style-type: none"> • A hook or context for learning – Golden Hello and Fab Finishes • Teacher input – e.g. modelling, demonstrating • Planning for the learning activity and how learning will be evidenced • Differentiation: how all children will access the learning – support and deepening opportunities

EARLY YEARS FOUNDATION STAGE

In the Foundation Stage it is important children grasp an understanding of events in their own and their family's lives, features of their environment, how environments might vary one from another and similarities and differences between places and communities. We promote everyday geographies where daily life provides geographical experience, information and understanding. Everyday, we ask our children to think and act geographically. This may be through being curious and inquisitive about the Earth and its life; noticing and questioning what there is locally and elsewhere, what happens around us and further away; applying geographical concepts to understanding the World and valuing our World and its life, and acting for it.

SPECIAL EDUCATIONAL NEEDS

We teach Geography to all children, whatever their ability and starting points and in accordance with the school curriculum policy of providing a broad and balanced education to all children which fosters a love of learning. For our lowest 20% of learners we make some of the following adaptations to support their learning to ensure achievement for all: more opportunities for adult scaffolding and support within the classroom; the pre-teaching of vocabulary, key places and people; use of images, maps and photographs and opportunities for discussions and pre-learning questioning.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

When teaching Geography, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions and issues, for example when focusing on The Amazon we will look at the threats indigenous tribes are facing, we look at Fairtrade and why being part of a community is so important. Children will discuss if it is right or wrong to mine for diamonds and how can we slow down the ice melting whilst still making technological progress. Studying cultures and environments from around the world and comparing these to our own locality builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own.

ASSESSMENT & RECORDING

Teachers assess children's work in geography by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of each unit of study the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum. At the end of the year geography is reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

MONITORING & REVIEW

Individual teachers are responsible for the standard of children's work and for the quality of their teaching in geography. It is planned once we have a Geography subject leader, they will monitor children's work, wall displays, planning and carries out pupil interviews, for the moment this is done by the SLT. The work of the Geography subject leader will be to also involve supporting colleagues in the teaching of Geography and being informed about current developments in the subject.

HOW WE EVALUATE THE IMPACT OF GEOGRAPHY we Evaluate the impact of Geography

The impact of our geography curriculum can be seen in work in children's books. Children have overviews, which outline what children will be learning, how this builds on previous learning and what the next steps in learning are. Teachers use mini assessments, including check-its and prove-its to ensure learning is being retained. At the end of the unit, children complete a longer review of learning. Depending on the age of the class, this might be a knowledge test, an extended piece of writing or a mind map which captures what they have learnt and remembered. Learning is revisited regularly. When teachers start new units, they recap on prior learning and use our threads to deepen children's understanding and knowledge of geography

Subject Progression:

	Children in Reception will begin to use their skills of enquiry through developing curiosity and a fascination about the world, and the people, animals and landscapes that we find within it. They will particularly begin to visit their local area and learn about the features that they can see developing appropriate geographical vocabulary to explain what they observe to answer the question: what is this place like?
Early Learning Goal	<p>Communication and Language (Understanding): Answer “how” or “why” questions about their experiences in response to stories or events. Make observations.</p> <p>Communication and Language (Speaking): Develop their own narratives and explanations by connecting ideas or events.</p> <p>Understanding the world (People and Communities): Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding the world (The World): Know about the similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. Explain why some things occur and talk about changes.</p>

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world’s 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

	Year 1 & 2	Year 3 & 4	Year 5 & 6
Locational & Place Knowledge	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.

Human and Physical Geography	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
Geographical Skills & Fieldwork	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <p>Fieldwork project 1 - Observe and record the features around the school e.g. the different types of trees found. Conduct a traffic survey outside the school gate.</p> <p>Fieldwork Project 2 - Observe and record information about the local area e.g. how many shops, houses, buildings bus stops are there near to school? Children take photos of interesting things in the local area, explaining what the photos show.</p>	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <p>Fieldwork project – plan a tour of the school and local area for some visitors, which includes a map/ plan of the school and the main geographical features with a key. Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement</p> <p>Fieldwork Project 2 - Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school?</p>	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <p>Fieldwork Project 1 – Undertake a traffic survey of Cromer in Winter and again in Summer and compare. Collate the data collected and record it using data handling software to produce graphs and charts of the results.</p> <p>Fieldwork Project 2 - Design and carry out a survey of the views of people living in Cromer. Conduct the survey in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. Use local maps to find other routes traffic might take. Children select methods for collecting, presenting and analysing data they collect. They draw conclusions and have an awareness of their own responsibility in the world.</p>

A Journey Through Our Geography Curriculum

CYCLE A			
Reception and Year 1	Cities, Towns and Villages <i>Norwich, Cromer, Antingham</i>		Living in Extreme Climates Antarctica
Year 2 & 3		Cities a Study of Singapore and Norwich	Rivers & Mountains
Year 4 , 5 & 6		Rich and Poor in Johannesburg	The Peak District
CYCLE B			
Reception and Year 1	An Island Home – Katy Morag		Australia
Year 2 & 3	A Year on a Farm in our local area	Living in the Amazon	
Year 4, 5 & 6	Trade Around the World		Living on a Scottish Island
CYCLE C			
Year 4, 5 & 6		Extreme Weather – Fire, Wind, Ice and Earthquakes	Coasts
Year 7 KS3	Mapping and Agriculture Maps, Map Skills, Tropical Rainforests, Hot & Cold Environments, Climate Change, Weather, UK Geography, Ecosystems, Impossible Places, Fieldwork, Rivers, Ghana		

Our Forest School opportunities allows children to further practice and consolidate their map and fieldwork skills.

OUR UNIT OVERVIEWS

OUR GEOGRAPHY LEARNING IN RECEPTION AND YEAR 1 CYCLE A		
Unit	CITIES, TOWNS and VILLAGES	LIVING IN EXTREME CLIMATES - ANTARTICA
Previous Learning Opportunities	In EYFS children have experienced asking questions about aspects of their familiar world including the place where they live. They have experienced talking about how environments might vary from one another and compare these environments. In the History topic 'Our School Now and Then' children have learnt about some of the physical and human features of our school and local area.	When learning about 'Cities, a study of Singapore' children have explored weather and climate in the United Kingdom and around the world. They have identified key physical and human features of Singapore and cities. They have used maps, atlases and globes to locate cities around the world and used simple compass directions to talk about these cities and their location on a world map.
NC	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Use basic geographical vocabulary to refer to and describe key physical and human features of locations. Use world maps, atlases and globes. Use simple compass directions. Use aerial photographs, plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key. Explore weather and climate in the United Kingdom and around the world. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surround environment. 	<ul style="list-style-type: none"> Explore seasonal and daily weather and climate in the United Kingdom and around the world. Name and locate countries, using maps to focus on Europe and North and South America Identify key topographical features including hills, mountains, coasts and rivers and understand how these have changed over time. Describe and understand key aspects of rivers and mountains. Investigate the importance of rivers to the first settlements Use maps to identify different parts of a river Use the 8 points of a compass to describe a rivers journey Gather data and analyse from a local river visit
Big Question	What are the similarities and differences about living in a city, town and village?	Which animals live in Antarctica?
Overview	In this unit of study pupils will look at the different characteristics of a city, town and village, focusing on Norwich, Cromer and Antingham . They will look at the key features of each helping pupils to investigate what makes these place different and what their common features are. Pupils will look at the local school environment as well as the wider locality to identify examples of the key features of cities, towns and villages in context. Pupils will find out what a locality is and how villages, towns and cities are connected and why it is important for these different settlements to be connected. Pupils will take part in a local survey in Cromer.	In this unit of study pupils will locate where Antarctica is and describe some of its human and physical features. Pupils will be able to compare life in Antarctica to life in Norfolk where they will be able to share the similarities and differences of the two locations. Pupils will investigate the different animals which live in Antarctica and understand that Antarctica is not a country but a continent. Pupils will learn how animals have adapted to be able to live in such cold climates. Pupils will learn about Captain Scott and Ernest Shackleton and their link to Antarctica and why we still remember them today. Pupils will also look at how climate change is and has affected Antarctica and what the world can do to slow down the impact it s having on changing the landscape of this region.
Key Vocabulary	Local area Continent Country County Map Cottage Detached Semi-detached Terrace Caravan Locate (find) Job Route Map Compass (North, South, East & West) Plot	Region Pollution Climate change Plastics Continent Country Island Penguin Seals Whales Emperor Penguin Krill Orca Albatross Captain Scott Ernest Shackleton Volcano South

	Aerial view Atlas and globe Landmark	Ice Shelf Mount Erebus Explorer Landmark
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OUR GEOGRAPHY LEARNING IN YEAR'S 2 & 3 CYCLE A			
Unit	CITIES A STUDY OF SINGAPORE AND NORWICH		RIVERS & MOUNTAINS
Previous Learning Opportunities	In EYFS children have experienced asking questions about aspects of their familiar world including the place where they live. They have experienced talking about how environments might vary from one another and compare these environments. In the History topic 'Our School Now and Then' children have learnt about some of the physical and human features of our school and local area.		When learning about 'Cities, a study of Singapore' children have explored weather and climate in the United Kingdom and around the world. They have identified key physical and human features of Singapore and cities. They have used maps, atlases and globes to locate cities around the world and used simple compass directions to talk about these cities and their location on a world map.
NC	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Use basic geographical vocabulary to refer to and describe key physical and human features of locations. Use world maps, atlases and globes. Use simple compass directions. Use aerial photographs, plan perspectives to recognize landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key. Explore weather and climate in the United Kingdom and around the world. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surround environment. 		<ul style="list-style-type: none"> Explore seasonal and daily weather and climate in the United Kingdom and around the world. Name and locate countries, using maps to focus on Europe and North and South America Identify key topographical features including hills, mountains, coasts and rivers and understand how these have changed over time. Describe and understand key aspects of rivers and mountains. Investigate the importance of rivers to the first settlements Use maps to identify different parts of a river Use the 8 points of a compass to describe a rivers journey Gather data and analysis from a local river visit
Big Questions	What has made Singapore such a modern city?		How do rivers 'connect ' us?
Overview	The children will learn the locations of the main cities of the United Kingdom and the world using maps and an atlas. They will learn about capital cities and the difference between a village, town, city and capital city. They will consider why cities may have developed in the locations they are in, including the importance of rivers and access to the sea. They will investigate how we could travel to these regions from the United Kingdom. They will study the buildings and activities of people in the large modern non-European city of Singapore. Children will find out about and contrast the lives of rich and poor people in this city. They will also compare and contrast their own homes and lives with people living there. Children will be able to name some key landmarks in the cities of Singapore and London, recite some facts about the people from both including the languages they speak as well as give some reasons to why Singapore city is so clean and modern. Children will makes comparisons of both cities and consider the history and migration of both.		Children build further on their understanding of rivers and UK geography by learning about the main rivers and mountain ranges in the UK. They will also learn about some rivers and mountain ranges and their weather around the world. Children will learn about the water cycle, making links to Science work. They find out about water around the world and look at how we can save this precious resource. They will look at processes involved in cleaning water, storing water for large population (London and Norwich) and how this compares to areas of the world where there is a shortage of water. Children will locate the River Wensum; River are and River Bure. They will also explore the role nature reserves play in encouraging wildlife to the area. Children will briefly look at the Donana National Park Reserve in El Rocio, Andalucia. Through field work children will look at water use in the local area and visit a local farm/factory to find out how water is used and preserved.
Key Vocabulary	Our progressive vocabulary ladder identifies key vocabulary to be taught from EYFS to year 6. These words are part of a whole host of work aimed at narrowing the vocabulary gap for our children. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these. Beyond this, we know that, ultimately, the most powerful method of broadening and deepening the vocabulary of our children is to get them reading a significant amount.		
	YEAR 1	YEAR 2	YEAR 3
	City Country Globe Key Local Map	Aerial Atlas Classify Climate Equator Human	Altitude Deposition Elevation Erosion Fieldwork Hemisphere

	People Place Town Village	Island Physical Survey Trade	Inhabitants Population Transportation Vegetation
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OUR GEOGRAPHY LEARNING IN YEAR'S 4, 5 & 6 CYCLE A

Unit	RICH & POOR IN JOHANNESBURG		THE PEAK DISTRICT	
Previous Learning Opportunities	When learning about Singapore and the Amazon children have experienced identifying the key human and physical features of both areas. When learning about Mountains and Rivers children understood why people settled where they did and the natural resources they had available to them. Children have experienced using maps, globes, atlases and compass points throughout all topics and this unit will allow them to develop these essential skills further.		Children learnt about their local area in the topic 'Into the Forest'. They also learnt about the local area beyond school when studying 'A Year on a farm'. Their experience of simple fieldwork and observational skills will help them to develop these skills further when they undertake field work as part of their residential trip in this unit. Their knowledge of maps including the use of OS maps will help them when conducting fieldwork. They will continue to develop their skills of using 8 points of a compass and 4 figure grid references, symbols and keys.	
NC	describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 		<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Our residential trip to the Peak District will enable children to: use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	
Big Questions	Since 1994 how has Johannesburg changed?		Is the Peak District similar to North Norfolk?	
Overview	The children will place Johannesburg and South Africa using maps atlases and globes. They will find how we might travel there from the UK. The children will learn about the key features of the city, including different land use areas in the centre, inner city and suburbs, identifying and understanding the functions of these areas, including the central business district and transport system. They will focus on contrasting areas of housing in the suburbs of Johannesburg, comparing and contrasting the daily lives of children from different parts of Johannesburg with their own lives in the United Kingdom and how and why life has changed in South Africa since 1994. Children will look at the natural resources that South Africa has as well as its trade links.		Children will learn about the Peak District, its surrounding cities and towns and locate the main rivers that flow from the Peak District, including the River Dove and Manifold. Children will plot these rivers on a map and follow them to the Trent and Humber Estuary. They will locate the peak District on a map and know where this is compared to Norwich, Cromer, Scotland and London whilst developing their knowledge of the physical features of the peak District, including its rounded hills, plateaus, valleys and limestone gorges. They will use maps and computers to plot routes from Antingham to Iam Hall and use OS maps, symbols and compasses to follow routes, take bearings and identify. Children will investigate the geology of the area and how it was formed, including revisiting learning about Rivers and Mountains in Geography and Rocks and the water Cycle in Science. This further develops their understanding of UK geography. Children will make comparisons to life in Norfolk and further develop their understanding of human settlement by looking at tourism in the area. How has the area changed over time? They will investigate recent flooding in the area and its impact.	
Key Vocabulary	Our progressive vocabulary ladder identifies key vocabulary to be taught from EYFS to year 6. These words are part of a whole host of work aimed at narrowing the vocabulary gap for our children. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these. Beyond this, we know that, ultimately, the most powerful method of broadening and deepening the vocabulary of our children is to get them reading a significant amount.			
	YEAR 4	YEAR 5	YEAR 6	
	Beach Coast East Forest Mountain North	Continent Economy Environment Landmark Ocean Revenue	Characteristic Coordinates International Latitude Longitude Meridian	

River Sea South West	Settlement Tourism Urban Volcano	Ordinance Topography Tropic of Cancer Tropic of Capricorn
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OUR GEOGRAPHY LEARNING IN RECEPTION AND YEAR 1 CYCLE B

Unit	AN ISLAND HOME – KATY MORAG	AUSTRALIA
Previous Learning Opportunities	In EYFS children have experienced asking questions about aspects of their familiar world including the place where they live. They have experienced talking about how environments might vary from one another and compare these environments. In the History topic 'Our School Now and Then' children have learnt about some of the physical and human features of our school and local area.	When learning about 'Cities, a study of Singapore' children have explored weather and climate in the United Kingdom and around the world. They have identified key physical and human features of Singapore and cities. They have used maps, atlases and globes to locate cities around the world and used simple compass directions to talk about these cities and their location on a world map.
NC	<ul style="list-style-type: none"> Name and locate characteristics of a place. Identify and describe physical and human features of a part of the UK Identify and describe what places are like Use maps and atlases to develop their understanding Draw simple maps using keys and symbols Ask simple geographical questions about where they live and investigate answers Use observations and a range of geographical sources to suggest answers to questions To understand the terms physical and human features Carry out simple tasks and select information using the resources that are given to them about places and environments Make comparisons of a contrasting location and draw simple conclusions 	<ul style="list-style-type: none"> Use simple compass directions (North, South, East, West) and locational and directional language Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features Name and locate the worlds seven continents and five oceans Identify key topographical features including hills, mountains, coasts and rivers and understand how these have changed over time.
Big Question	Are all islands the same?	What could I do in Australia?
Overview	In this unit the children will develop their geographical understanding and location knowledge about the UK. Pupils will be able to develop their place knowledge understanding geographical differences and similarities through the study of human and physical features of a small area of the UK. The pupils will study Katy Morag's island home; the isle of Struay, where they will become familiar with its key characteristics, including its human and physical features. Children will draw simple maps and use a key to label these.	In this unit of study pupils will locate and map Australia. They will learn about the worlds seven continents and five oceans. They will be able to identify Australia on a map and talk about some of the key characterizes of the country, including the distance from the UK and how we could get there. Pupils will discover how Australia's states and territories piece together to make up the vast continent and they will be able to visualize and describe the many varied landscapes. They will use maps and symbols to develop their mapping skills ad find out where Australia animals live and what they eat. They will go on to explore the culture and lifestyle of some typical Australian children and make comparisons between Australia and the UK.
Key Vocabulary	City & village Country Globe Key Local Map People Place Town House Office Port	Aboriginal Territories Continents Oceans Kangaroo Tasmanian devil Echidna Koala Kookaburra Platypus Blue-tongued lizard Dingo

	Harbour Shop Soil River Season weather Cliff Beach coast	Wombat Great White Shark Emu Possum Outback Sydney Barrier Queensland Perth Albert Namatjira
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OUR GEOGRAPHY LEARNING IN YEAR'S 2 & 3 CYCLE B		
Unit	LIVING IN THE AMAZON	A YEAR ON A FARM IN OUR LOCAL AREA
Previous Learning Opportunities	This unit links previous learning from 'Rivers' and links with 'Living in Extreme Climates'. Children have learnt about the basic geographical vocabulary to refer to and describe key physical and human features of locations. They have explored weather and climate in the United Kingdom and around the world and topographical features of South America in Rivers and Mountains. They have experience of using maps, atlases and globes as well as a simple and 8 point compass and simple directional language. Children have used aerial photographs, devised simple maps and constructed basic symbols in a key.	In Rivers and Mountains children have learnt about seasonal and daily weather patterns in the United Kingdom. Children have experience of looking at maps, globes and atlases to support their learning and geographical understand across all units studied so far. Children are familiar with simple compass points are some are beginning to develop their understanding and skill in using 8 point compass directions. Children took part in local fieldwork of their school and environment when learning about Cities, a study of Singapore and in the History topic 'Our School Now & Then'.
NC	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Name and locate the worlds 7 continents and 5 oceans. Understand geographical similarities and differences through the study of human and physical geography of a region in South America Use maps, atlases and globes to identify the United Kingdom and the wider world. Use simple and 8 point compass directions and locational and directional language to describe the location of features on a map to help build their knowledge of the United Kingdom and the wider world. Focus on South America concentrating on its environmental regions and key physical and human characteristics 	<ul style="list-style-type: none"> Pupils will name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Children will identify seasonal and daily weather patterns and climate in the United Kingdom and around the world. Children will use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Describe and understand key aspects of human geography including land use, settlements and the distribution of food and water. Use simple fieldwork and observational skills to study the geography of a local farm and its surround environment, using sketch maps, plans and graphs.
Big Questions	Why is it important that we save our rainforests?	What different things happen on a farm throughout the four seasons?
Overview	In this unit children will learn about the physical and human features of the Amazon rainforest in Brazil, looking at climate, animals and plants. They will use atlas to locate the Amazon River, Atlantic Ocean and Brazil and build on their locational knowledge. They will learn about the position of the rainforest in relation to the Equator as well as the climate and rainfall, building on their understanding of weather. They will find out about the different people who live there, including indigenous tribes and loggers, and how they cope with such a wet climate. They will study an indigenous tribe finding out about their homes and society, the impact of the modern world on their way of life and the threats they face. They will compare and contrast the lives of indigenous tribes with their own and the lives of other people they have studied. They will develop their understanding of rivers, investigating the Amazon River and comparing this to the River Wensum. Finally, children will learn about the importance of saving the rainforest and what they can do to support this global effort.	Children will learn about different types of farming, e.g. Arable and pastoral farming and the impact of climate and seasons on farming, this builds on seasonal and daily UK weather knowledge learnt during 'Rivers and Mountains' unit of study. They will learn where land is farmed in UK and locally and find out about the journey of food from 'farm to fork'. They will revisit prior learning about seasons, thinking about what happens on a farm at different times of the year. They will then look at farming in different parts of the world, thinking about similarities and difference to farming in the UK. They will begin to develop an awareness of the impact of water shortages on farming around the world and will be introduced to the concept of trade, including fair trade. Fieldwork will take the children on a visit to a supermarket to research where foods come from and map food journeys on a world map. Children will use data to draw conclusions about findings, including thinking about connectivity to different parts of the world. There will be either a visit to local Norfolk farm or a visit into school from a local Norfolk farmer.
Key Vocabulary	Our progressive vocabulary ladder identifies key vocabulary to be taught from EYFS to year 6. These words are part of a whole host of work aimed at narrowing the vocabulary gap for our children. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these. Beyond this, we know that, ultimately, the most powerful method of broadening and deepening the vocabulary of our children is to get them reading a significant amount.	
	YEAR 2	YEAR 3

	Aerial Atlas Classify Climate Equator Trade Island Physical & human Survey	Altitude & elevation Deposition Erosion Fieldwork Hemisphere Inhabitants Population Transportation Vegetation
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OUR GEOGRAPHY LEARNING IN YEAR'S 4, 5 & 6 CYCLE B		
Unit	TRADE AROUND THE WORLD	LIVING ON A SCOTTISH ISLAND
Previous Learning Opportunities	When learning about Johannesburg children developed their understanding of human geography, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Children located the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) and used maps and compass to support their learning of countries around the world.	As part of the children's learning about the Peak District they have undertaken substantial fieldwork of this area. The knowledge and skills they have developed will support their understanding of the human and physical features of a remote Scottish island as well as being able to locate remote Scottish islands on a map with confidence and advancing positional vocabulary.
NC	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Human and physical geography describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Big Questions Overview	How is the world connected through trade? Children will look at trade and economic activity, learning about the differences between primary activity (acquiring raw materials) and secondary activities (turning raw materials into goods). They will first look at different regions of the UK, learning about the importance of farming, forestry and the history of mining in parts of the UK. They will know that the UK is divided up into regions, they will know where they are and the economy/industries in each region and how we rely on trade in the UK. They will look at trade at a global scale, learning about the trade of bananas and chocolate. They will learn about and understand the concept of fair trade and how the imbalance in trade is one of the reasons for global inequalities of wealth. They will investigate the cotton trade; looking at the impact, it has on the environment and whether it is possible to sustain economic growth on a finite planet. Children will understand the differences between renewable and non-renewable	Why is community so important when living on a small remote island? In this unit children learn about the physical and human landscape of a Scotland island and make comparisons to Norwich and North Norfolk. They will consider the economic activity around a small island. They will develop their understanding of physical geography by learning about key features such as cliffs (and the features associated with this; stacks, caves and arches), beaches, spits and estuaries and find out how some of these features are formed as a result of erosion or deposition. They will use atlases and maps of the UK to locate different islands and local 1:20000 OS maps to identify some of these features. They will investigate and contrast the varied coast of Norfolk, visiting Overstrand and Blakeney. They will learn about cliff erosion and how this is managed and how sand and stones are moved along the coast by longshore drift. They will consider the issues of coastal erosion and global warming on people who live by the sea or on islands. Children will develop their mapping skills by

	natural resources, how we use them and where they come from. They will be able to name and explain what fossil fuels are and how we use them to generate electricity. They will Investigate the use of oil in our lives – how would our lives change if we had no supplies of oil? Investigate oil in the North Sea and the controversy surrounding the extraction of fossil fuels and the risks to the environment. Finally, we will recap on diamond mining in South Africa.	plotting routes from Norwich to Scotland, thinking about the cities and towns they pass through. They will be continue to use a 4 and 6 figure grid references and they will continue to develop their skills of reading symbols on a map and using the 8 compass points.
Key Vocabulary	Trade Import Export Goods Global Profit Fair Trade Wage Business Globalisation Global Supply Chain Multinational Economy Tourism Revenue	Continent Economy Environment Landmark Ocean Revenue Settlement Tourism Urban Volcano Characteristic Coordinates International Latitude Longitude Meridian Ordinance Topography Tropic of Cancer Tropic of Capricorn

OUR GEOGRAPHY LEARNING IN YEAR'S 4, 5 & 6 CYCLE C		
Unit	EXTREME WEATHER -FIRE, WIND, ICE & EARTHQUAKES	COASTS
Previous Learning Opportunities	In this unit of learning children will revisit human and physical geography features learnt from the majority of previously taught units of study. They will continue to develop their map and compass skills as well as their existing understanding and knowledge about settlement, land use and the significance of latitude, longitude, Equator, Arctic and Antarctic Circle as well as time zones. Previous learning from the historical unit of study 'Explorers' will remind children about famous explorers who we still remember today. When learning about Stone Age to Iron Age in History children learnt about settlements. Children also learnt about settlements in a Year on the Farm and Rivers and Mountains. Children have continued to develop their map and compass skills throughout KS1 and year 3 learning.	In this unit of learning children will revisit what a coast and island is. In Living on a Scottish Island children have learned about human and physical landscapes. They will have a good understanding of physical geography and understand key features such as cliffs, beaches and spits. Children would have seen and discussed cliff erosion and how this is managed and this unit will go into more detail about coasts, cliff erosion around the UK with a focused study on Happisburgh.
NC	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

	minerals and water <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
Big Question	What has been the impact of climate change on the world's weather patterns?	Why is Happisburgh suffering from coastal erosion?
Overview	<p>Children will learn about natural disasters, including earthquakes, volcanic eruptions, and tsunamis. They will learn about the key aspects of volcanoes and earthquakes and where in the world, they have happened/can happen and why/how, people live near them. During this unit, they will deepen their understanding of locational and place knowledge, revisiting the Pacific Ocean and the 'ring of fire' and learning what it is like to live near an earthquake zone. They will find out how people are affected by earthquakes, volcanic eruptions and tsunamis by learning about the Haiti earthquake, the Japanese tsunami and the eruption of Mount Vesuvius during Ancient Roman times. Children will deepen their understanding of continents, countries, and oceans. They will begin to know what sits 'beneath our feet' and are able to make links between physical and human geography, talking about the impact of an earthquake on an area. Children will continue to deepen their maps and compass skills as they name and locate the world's volcanoes and earthquakes regions</p> <p>www.wickedweatherwatch.org.uk</p>	<p>Children will compare and contrast the varied coast around the United Kingdom and learn the key features, such as cliffs (and the features associated with this, such as stacks, caves and arches), beaches, spits and estuaries and find out how some of these features are formed as a result of erosion or deposition. They will use atlases and maps of the UK to locate different coastlines eg Land's End in Cornwall and Lulworth Cove in Dorset and local 1:20000 OS maps to identify some of these features.</p> <p>They will investigate and contrast the varied coast of Norfolk, visiting Overstrand and Blakeney. They will learn about cliff erosion and how this is managed and how sand and stones are moved along the coast by longshore drift. They will consider the issues of coastal erosion and global warming on people who live by the sea focusing on the dramatic local coastal erosion at Happisburgh on the north Norfolk coast. They will investigate ways in which people are trying to conserve and protect our coasts and the impact climate changes is having on the shape of the coast around the UK.</p>
Key Vocabulary	<p>Our progressive vocabulary ladder identifies key vocabulary to be taught from EYFS to year 6. These words are part of a whole host of work aimed at narrowing the vocabulary gap for our children. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these. Beyond this, we know that, ultimately, the most powerful method of broadening and deepening the vocabulary of our children is to get them reading a significant amount.</p>	
	<p>YEAR 4</p> <p>Continent Economy Environment Landmark Ocean Revenue Settlement Tourism Urban Volcano UNESCO Data</p>	<p>YEAR 5</p> <p>Characteristic Coordinates International Latitude Longitude Meridian Ordinance Topography Tropic of Cancer Tropic of Capricorn UNESCO Data</p>
		<p>YEAR 6</p> <p>Air mass, air pressure, altitude, anemometer, anticyclone, arid climate zone, atmosphere, barometer, Beaufort scale, Campbell Stokes Sunshine Recorder, cirrus clouds, climate, climate graph, climate zone, clouds. Cloud cover, cold front, condensation, dehydration, depression, drought, evaporation, front, frontal rainfall, heat stroke, heat wave, high pressure, latitude, low pressure, Mediterranean climate zone, meteorology, meteorologist, North Atlantic Drift, ocean currents, polar climate zone, precipitation</p> <p>Coast, beach, cave, stack, arch, waves, longshore drift, erosion, deposition, spit, estuary, cliff erosion, global warming, sea defence, groyne.</p>

ASPIRATIONS FOR THE FUTURE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as a Geographer:

Forester	Farmer	Landscape Architect
Town & Country Planner	Surveyor	Geologist
Marine Biologist	Helicopter Mission Controller	Teacher

Our Feeder High Schools Year 7 Geography Curriculum Snapshot			
Cromer Academy	Mapping and Agriculture Maps as graphical representations, Map projections, Types of farming and where they are found in the UK, Physical and human factors that influence farming, Changes over time to farming, How farming has changed the landscape.	Population, settlements and migration Population numbers and density for the UK, The census, Global distribution of population, The causes of the rise or fall of the population, Population growth and resource consumption, The reasons for the site, shape, situation, Growth and nature of individual settlements, Settlement hierarchy, Patterns and changes in urban land use, Management of urban population and urban development, types and causes of migration	Weather and Climate The difference between weather and climate, The water cycle, Weather systems and types of rainfall, the factors affecting climatic variation across the UK, The distribution and factors influencing climate zones.
			Fieldwork Enquiry

North Walsham High School	<p>MAP SKILLS Countries, Continents and Atlas Skills. Map Skills; Symbols; Compass points; Contours; Scale and Distance; 4 and 6 figure grid references. Applying Map Skills fieldwork task around NWHS. Geographic Information Systems (GIS). GEOGRAPHY OF THE THE UK Geography of the British Isles: Countries of the British Isles and the UK; Distribution of cities; Physical Features and National Parks; Union Flag. Settlements and London: Settlements; London; Megacity Issues. Sustainability in cities; sustainable design/architecture; NWHS sustainability survey</p>	<p>IMPOSSIBLE PLACES Living in impossible places: Floating Settlements; Las Vegas water crises. Abandoned Places: Chernobyl nuclear disaster; Machu Picchu Abandonment . Dubai tourism and hotels Indigenous people and an encroaching modern world: Masai Mara and conservation; Inuit and global warming.</p> <p>GHANA Ghana's Geography, locational physical and human Climate, Southern Ghana (rich Ghana) Northern Ghana- Poverty. Shea Butter- the solution? Energy in Ghana. Free and Fair trade.</p>	<p>ECOSYSTEMS Biomes and Ecosystems. Food Chain and Webs Biomes (in-depth) - desert, tropical rainforest and tundra; Distribution, Climate, plant structure and adaptations; animal adaptations.</p> <p>RIVERS Hydrological Cycle. Features of a river: features of rivers; river processes; landforms. Flooding: Human and Physical Causes; Flooding in Mubai Case Study; Flood Management</p>
Aylsham High School	<p>What is geography? Tropical rainforests</p>	<p>Hot and cold environments Map Skills</p>	<p>Weather Climate Change</p>